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AUTHOR Achilles, C. M.
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ABSTRACT

The proposed doctoral program in educational administration at the University of North Carolina at Greensboro is described in this report. Based on an inquiry-to-practice approach, the program revolves around a core curriculum, internship experience, and dissertation. Information is presented on program and advisory structures, recruitment, support, conceptualization, and the revision process. A conclusion is that the final proposed plan falls short of its original innovational goals. Five figures are included. (LMI)

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ED326992

THE "ONE BEST SYSTEM" AS A TOP-DOWN DESIGN FOR CHANGE, 1990's VERSION.*

THE GATHERING STORM

As of March, 1989, the doctoral programs in the three North Carolina (NC) public universities with operating Ed.D. or Ph.D. programs in Educational Administration were, by top-down fiat, closed. They were gone. Shut down. Kaput! Each major (n=14) institution of higher education (IHE) in the State was offered the opportunity to apply for an Ed.D. program in Education Leadership (EDL) within the structure suggested by a blue-ribbon committee. The letter from the General Administration to IHE's said, in part (emphasis added):

> It is now timely to initiate actions to revise existing Ed.D. programs in Educational Administration to conform to the new standards and guidelines provided in the President's report which is enclosed. The proposed new Ed.D. program in Educational Leadership will supplant the current Ed.D. and Ph.D. programs in Educational Administration.
>
> I would like to invite you to submit proposals detailing your Ed.D. program revisions early in Fall 1989, if possible by October 15.

Thus began an Odyssey. Was it a venture going home and seeking Ithaca? For others it may have been a retreat from Ilium: Ulysses or Aeneus? A reward was that the new Ed.D. in EDL would be only for full-time students, would require one year of full-time (on-campus) study and one year of an intensive internship, must be completed in five years, and would have stipends for full-time study. Stipends would range from $15,000 to $30,000, based on the candidate's prior salary.

The purpose of this paper is to describe, in a general way, the process and product at one IHE: The University of North Carolina at Greensboro (UNCG). The paper provides some context information and a summary of the resulting program, with discussion of elements accepted and rejected during the process. The paper offers some speculations. The paper also includes the writer's biases.

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*C.M. Achilles, Education Leadership, School of Education, University of North Carolina, Greensboro, NC 27412-5001. (919-334-5100). Prepared for NCPEA, Los Angeles, 8/90. Some sections of this paper are from the Department's program proposal submitted for the new program; others are from a 10/89 planning document.

Direct State Initiative

Policy makers have expressed the need to improve the preparation and continuing education of school leaders. Needs have been translated into Administrator "Academies," Assessment Centers, the Federally Funded LEAD (Leadership in Educational Administration Development) initiative and calls for improving the preparation of teachers and administrators [e.g., Task Force on the Preparation of Teachers (1986). The Education of North Carolina's Teachers: Raleigh, NC: Board of Governors, University of North Carolina, esp. pp. 56-68.]

In December, 1987 a committee began to study current problems in administrator preparation in North Carolina and the nation and to design a structured, rigorous Ed.D. as a professional degree program for North Carolina senior school administrators ("The Ed.D. Committee"). The report (September, 1988: A Proposed New Doctoral Program in Educational Leadership for North Carolina) incorporated "state-of-the-art" ideas to describe a conceptually impressive program with clear direction and enough flexibility that individual institutions could "tailor" programs to accommodate faculty strengths, changing social concerns and regional needs/interests.

Some National Context

Many external studies and forces have emphasized needed changes in Education Administration preparation as recognized by policy makers and professionals alike. Since many of the recommendations for changes were based both on extensive study of leadership in general and perceived needs of specific regions and groups (e.g., building-level administrators in North Carolina), they deserve careful attention in the planning of new, improved preparation programs for leaders in education settings.

Since 1983 there has been renewed national attention to improving the preparation of leaders for America's schools. The general concern for improving education was focused on education's leadership by the National Commission on Excellence in Educational Administration (NCEEA) which generated two documents: Leaders for America's Schools (1987), a report on the NCEEA recommendations and a second, expanded volume, D.E. Griffiths, R. Stout, & P. Forsyth, Eds. (1988), which contained the recommendations, much of the data and many working papers of NCEEA. In May, 1989 the National Policy Board (NPB), derived from the NCEEA and composed of major education administration organizations, made its initial recommendations and sought support for them.

The University Council on Educational Administration (UCEA) reaffirmed its interests in administrator preparation, as did the National Council of Professors of Educational Administration (NCPEA), the Southern Regional Conference of Educational Administration (SRCEA), and other groups such as the American Association of Colleges of Teacher Education (AACTE) and the Southern Regional Consortium of Colleges of Education (SRCCE). The work of the NCEEA was partly sponsored by UCEA which also supported McCarthy, et al. (1988), Under Scrutiny: The Educational Administration Professoriate, an updating and expansion of the UCEA-sponsored book: Campbell, R.F., & Newell, J.L. (1973), A Study of Professors of Educational Administration: Problems and Prospects of an Applied Academic Field. The Campbell and Newell volume foreshadowed Judge's (1982) strong, but fair, critique, American Graduate Schools of Education: A View from Abroad, NY: The Ford Foundation. Judge's ideas are expanded in Guthrie and Clifford's 1989 article (and book, Ed. School). The president of Harvard, D. Bok (1987) echoed ideas of Judge, Guthrie and Clifford, and others in urging education to "get with it." Some action is clearly needed. Will the education administration people do it, or will others?

McCarthy, et al. (1988) suggest that we may be facing key changes in the structure of the education administration professoriate, and that in the historic vacillation between "preparing the person" and "preparing for the role," we are entering a time of "preparing the person" (p. 175). Cunningham (1989) notes that we must quit "tinkering" and address serious changes in preparation programs. If so, departments will adjust from course structures emphasizing role preparation like the elementary principal, etc. to an emphasis on leadership preparation with principles applicable across a range of roles.

Concerns for change in education administrator preparation have been many and varied; some have been serious and scholarly and others have been serious and sarcastic. The constant is "serious." Concerns have been expressed at major meetings and in reports, articles, books and papers (e.g., Achilles, 1984a, 1987a, 1988a, 1988c; NCEEA, 1987; Griffiths, et al., 1988; AACTE, 1987, NC Task Forces, 1986, 1988; Guthrie and Clifford, 1989; Hoyle, 1989; Thomson, 1989; NPB, 1989; etc.). Many reports urge that those in charge of preparation programs for school leaders emphasize the "professional model" and reassert alliances with client groups, or "the field." Since administration is an applied field, a major bond must be established with practitioners. Culbertson (1988) notes numerous challenges that both practitioners and professors should accept.

The new, planned and structured residency Ed.D. in Ed.L. offered a long-awaited impetus and opportunity to conceptualize and implement a bold, revitalized Ed.D. effort in the Department at UNCG. Program planners believed that they must 1) incorporate into the program the best current thinking -- research, theory and practice -- and 2) avoid considering only traditional program elements (processes and content) wherein the primary reasons for retaining something are tradition and comfort.

Some UNCG Context and A Synopsis of a Tradition

The Department of Educational Administration, Higher Education and Research at UNCG began its doctoral programming in 1967. Since that time (to 6/89) there have been many graduates with the Ed.D. The Department (6/90) has Masters, Sixth-year (Ed.S.) and Certification programs in addition to the Ed.D. As of 6/90 the Department included nine full-time faculty, three "soft-money" adjunct positions (two funded directly for the "Asheville Project"), and several adjunct staff from the UNCG Campus, most of whom teach in and support the higher education option. Four of the nine full-time faculty were directly involved in Research, and not closely aligned with the Education Administration group. One faculty member specialized in Higher Education.

The Department has awarded over 180 Ed.D. degrees since the first doctoral graduate (in 1971), not counting those in Research or with an emphasis in Higher Education. The general program objectives are:

1. To foster an understanding of the role of education.
2. To impart a knowledge of the pertinent cognate disciplines.
3. To develop an insight into theory and practice of educational administration.

Upon completion of the program, students should have (A side note: Where's the knowledge base in these objectives which are similar to objectives in other programs?):

1. Conceptualization skills.
2. Effective leadership style.
3. Decision-making skills.
4. Professional personal value system.
5. Understanding of other societal institutions and their interaction with the institution of education.
6. Ability to analyze and evaluate the functioning of organizations in general and of the education organization in particular.
7. Knowledge of curriculum and instructional processes.
8. Human relations skills in dealing with students, faculty, and staff.

The "Asheville Project," initiated in 1984, has consisted of three cohorts (n=19, 20, 23) of students. The students attended some classes on the UNCG campus and faculty from UNCG delivered some courses to the cohort groups meeting at the UNC Asheville Graduate Center. Students met residency through planned course experiences in consecutive semesters on the UNCG campus. As of 6/9/90, 37 of the originally enrolled 62 Asheville students (60%) had graduated and another 21 were actively pursuing degree programs. Asheville students have received state (2), regional (1) and national (2) recognitions. The project has generated research papers (7) for national presentations. Materials have been developed into a monograph on off-campus program designs. The "Asheville Project" embodies many state-of-the-art concepts contained in the new North Carolina Ed.D. Program for Senior School Administrators, including the cohort concept and a focus on practice. Students' timely completion of the Asheville program and support groups generated in the cohorts (study groups have met on many Saturday mornings) attest to the program strengths.

The UNCG Department of Educational Administration, Higher Education and Research has worked with and graduated at various degree levels (M.Ed., Ed.S., Ed.D.) many recognized school administrators and education leaders. Most UNCG graduates remain in education leadership positions within the State of North Carolina, or in neighboring states.

The Initial Results of Developing the New Ed.D. Program

After attending to program development issues for more than a year (and helped by a Danforth Foundation Professors Program Grant), UNCG received word that its program plan (with revisions required during presentations to a committee of consultants) had been accepted and we could plan to enroll Ed.D. students for the Fall, 1990. The "go ahead" was too late for serious recruitment and cooperative work with the local schools (a program requirement), but informal channels have provided a pool of top-quality candidates. (As of 7/4 there was no formal word of State funding for full-time students due to the State budget difficulties.)

New Ed.D. Program in Educational Leadership

In May, 1990, UNCG received approval from the UNC Board of Governors for a new Ed.D. Program in Education Leadership. This new Program has two distinct features:

1. Students are required to spend a full-year (two academic semesters) in residence at UNCG. No outside job may be held during this period of time.

2. Students must be sponsored by their school districts. Sponsorship carries with it the requirement that the district grant the student a full-time leave-of-absence for the required year of residence at UNCG. The student can receive half-pay from the school

district during the leave (up to the maximum reimbursed by the State). In turn the district will be reimbursed by the State for these costs up to a maximum of $30,000. Districts may grant students more than half-pay, but the district will have to pick up all costs beyond those associated with half-pay. Students may also be reimbursed for tuition, fees, and books. Should the State fail to honor its commitment for student support, we presume that students may attend under the previous UNCG doctoral residence requirement of two consecutive semesters in which the student enrolls for at least 9 semester hours. (But this process is simply a way around the concept of serious, full-time study by subversion of the concept of residency study.)

Notes on Rationale for Ed.D. in EDL at UNCG

Few would argue that for advanced-degree study, some extended period of time, relatively free from daily job routines, is desirable. Currently, few education administrators can realistically eschew full-time employment and devote a year or more to full-time study. There are, however, some persons who are willing to do that if fellowship support is available. The Department of Education Administration (or EDL) should have a planned program to accommodate students in full-time study -- but such full-time study has not been the UNCG norm. To that end Department personnel conceptualized a full-time preparation program based upon current thinking. The "new" program will be initiated by relying heavily on current resources, faculty, and program, but employing new configurations and scheduling of extant resources. The full-time "cohort" arrangements allow for increased scheduling economy and better use of faculty time, facilities and available courses. Nevertheless, the full-time program will continue to require the careful development of new courses and methods of instruction delivery, expanded relationships with other departments and units on campus, and assuredly some change in faculty mindset and energy.

The need to develop new structures for preparation programs is addressed in the national tenor of reviewing and revising preparation programs for school administrators and is driven by several intellectual and conceptual issues. At a time when America's schools must be more things to more people and try to address diverse social populations and needs, education efforts will require dynamic, educated and imaginative leadership to coordinate and assist with the work of school personnel who are better educated than ever before. National emphasis on designing new education models and the increasing concern of various societal groups (e.g., the business community) about education require education leaders who have breadth and depth in preparation. The rigors of such an education experience mitigate against the traditional part-time, drop-in, self-select norms that have guided preparation of education administrators for many years. Furthermore, one portion of the education of professional administrators should include opportunities for group work, and experiences of team problem-finding and team

problem-solving that will closely replicate or simulate conditions found in settings where those administrators will be working, but which require reflection on practice.

Executive Summary and Discussion Guide for Program Implementation (As Described in the Proposal and Sent to Candidates and Representatives of School Systems).

This summary outlines ideas and plans to guide implementation of the new UNCG Ed.D. full-time residency program in Education Leadership (Ed.L.). Documentation supporting this summary is in longer departmental working papers, such as the detailed "Implementation Plan" (10/89) and "The UNCG Education Doctorate (Ed.D.) in Education Leadership" 11/5/89. The new residency Ed.D. in Ed.L. has the following structure. Accompanying figures show these elements in visual array.

- Goal: Emphasize Education Leadership (for improvement).
- Mission: Prepare, using an inquiry-to-practice approach, senior-level school administrators as leaders who are reflective decision-makers seeking to improve education.
- Foci: a) Leadership to improve education settings, and
  b) Leadership to improve teaching and learning.
- Delivery: Instruction will occur through a planned program which will consist of carefully crafted related experiences and some core courses which will be integrated through a) practice and learning in planned settings (internship, field work), and b) independent inquiry which should generally be focused upon problems related to the two program foci.

The program sequence and structure for the cohort group offer the program core. Courses provide information or skills as needed (or as required for certification). This full-time program will span two years: academic residency and internship or "field" residency to prepare senior-level school administrators to be reflective, competent problem solvers and leaders for education. The program includes two provisions for integrative experiences: the year-long internship and the student's independent research effort (dissertation). These pieces of the total program are "core" in that they are for the basic cohort.

Some program elements are a full year in duration, with opportunities for professors and students to work actively in school settings to identify, understand and resolve problems of education practice. A program advisory structure, composed of committees which include outstanding practitioners, will help faculty with recruitment, field relations and program assessment. Table 1 is a sample outline of the new full-time residency program. Essentially all students take this program as a cohort group. There are few options. That is, a student

cannot transfer to the program a "bunch" of courses. The program presumes that the student has completed the needed requisites, such as certification, basic courses, etc. prior to admission (or to be taken in the prior summer).

The program structure, showing the "core" with key supporting components, is in Figure 1. Figure 2 lists the major core elements. Figure 3 shows the skeleton of the inquiry (research) component, and Figure 4 shows details of the research component. All figures are presented at the end of the text.

Table 1. UNCG Ed.D.: Sample Program*

		Credit As Needed
Early Summer	Courses to meet prerequisites: Electives	
Late Summer		
EAR 506	Institutes. Seminar in Ethics; build concept of "Cohort"	1 hr.
EAR 506 or 688	(Year-Long) Field Based "Problem-Finding" Seminar	1 hr.
	Subtotal	2
Fall		
EAR 501	Descriptive Statistics, Quantitative Methods or ATY 501 Qualitative Methods	3
EAR 689	Leadership Seminar	3
EAR 751	Cases and Concepts in Education Administration	3
CEF 686	Curriculum Theory	3
Elective:	POL 662 or EAR 662. Power, Politics and Policy	3
XXX	Skills Center (Continuous) Credit may be post hoc.	0
EAR 506 or 688	Problem-Finding Seminar	1
	Subtotal	16
Spring		
ATY 501	or EAR 501 (See Fall)	3
EAR 506 or 688	Problem-Finding Seminar	1
EAR 752	Theories of Organization and Administration	3
PSS 654	Teaching Models and Analysis of Instruction	3
EAR 689	Leadership Seminar (Staff)	3
XXX	Cognate related	3
XXX	Skills Center (Continuous)	0
	Subtotal	16

*Throughout both years we anticipate some special events which will supplement and enrich program content: lectures, colloquia, reviews of ongoing research, visits to exemplary sites, conferences, etc. Credit for the Skills Center has not been determined (probably 1-3 credits, to be awarded post hoc depending on the actual skills progress of learned).

Table 1 (cont'd)

Summer		
XXX	Research Course	3
XXX	Elective/Cognate	3
XXX	Elective/Cognate	3
	Subtotal	9
	SECOND YEAR	
Late Summer/Early Fall		
EAR 506 or 688	Problem-Finding Seminar	1
	Subtotal	1
Fall		
EAR 790	Internship (6-9 hours based on negotiated arrangement in district) Analysis of settings, new experiences of the place of Education in society, especially for special populations; Vocational Education; Inquiry and leadership opportunities. An Intern Seminar is part of this course.*	6
EAR 749	Dissertation Seminar: Planned individual research agendas.	1
XXX	Research course**	3
XXX	Skills Center options	0
	Subtotal	10
Spring		
EAR 790	Internship (see Fall)	6
EAR 749	Dissertation Seminar	2
XXX	Cognate/Elective	3
XXX	Skills Center Options (Continuous)	0
	Subtotal	11
	Total Year 1	44
	Total Year 2	21
	Total Years 1 & 2	65

*The Intern Seminar which is part of the internship will involve the intern, local mentor and/or local administrator who is the supervisor, and University personnel. Other full-time Ed.D. participants may be involved.

**Electives in internship year will depend on individual programming. Some students may not choose electives in the internship year and take those in years 3-5.

Table 1 (cont'd)

Third and following years (up to 5) will accommodate the additional courses to allow the student to complete the required program plan.

799	Dissertation 12 s.h.	12
759	Continuous enrollment (as needed)	
Electives	To complete any program or certification requirements	
	Program Total (min.)	77 s.h.

The specific focus, content and delivery make this an integrated program. Students need time to work in the cohort group and reflect. There will be prerequisites for certification and for program admission. Students will not transfer credits into the program as part of the cohort program unless in the cognate area or research sequence.

NOTES: The 77 hr. requirement is considerably more than the current 60 s.h. minimum, although some present students take as many as 77 s.h. The exclusion of transfer credit and program rigidity (few electives) presumes a "one best system" and a knowledge base that some will argue are jello-like at best.

One major, questionable feature is that this program, "innovative" as it is, shows little deviation from the Cooperative Program in Educational Administration (or CPEA) which was built in the 1950's and has hung on as the "one best model" since then. Are program "visions" developed in the 1950's adequate for the 21st century? How have adult learning theory, new approaches (e.g., Problem-based learning), new technologies, etc. influenced the new "vision"? Alas.

Some Ideas in the Original Plan

As originally designed, some special program emphases would build a feeling of "cohortness" among participants in the new Ed.D. in EDL. One effort would be a year-long leadership seminar team-taught by Department members and professors from across campus. A series of field visits would identify exemplary practices and persistent problems in the field of education. A year-long, team-oriented behavioral science component would help integrate key theories with practices and issues in education. A three-five day seminar, perhaps at the North Carolina Center for the Advancement of Teaching (NCCAT) would emphasize ethics of leadership while providing opportunities for the cohort to establish networks and relationships.

Throughout the program the cohort members and other personnel from participating school districts will engage in planned seminars focusing on local-school problems. For example, one seminar might be a joint decision-making effort using simulation materials. Through these exercises, personnel will learn about decision-making and administrative styles.

Cohort

The plan presumes a cohort of approximately n=20. We had hoped to attract (for the first cohort, at least) two people from each participating school system. The two people would form a "PAIR." One member of the PAIR (A) would begin the full-year of on-campus study; the other (B) would initiate the full-year of internship study (designated Cohort 1, groups A and B, or IA, IB). Each district which participates would have a TEAM, consisting of the PAIR and 1-3 local administrators would would work throughout the planned program with the PAIR, serving as Mentors and also receiving planned in-service/renewal or college credits.

Several special events (e.g., 3-5 day seminar on "Ethics" of Leadership, in a "retreat" setting) and full TEAM/Cohort events (e.g., TEAM planning seminars, TEAM decision-making/simulation seminar, TEAM program reviews) will build the concepts of Cohort and Administrative Team. Opportunities for cohort members to work together will occur in the program in several places (see Figure 5), but especially in year-long efforts. The PAIR model provides unusual flexibility and helps local school systems plan for and implement support for this training. Also, the PAIR helps focus instruction and research on problems of practice.

Practitioner Involvement and the Professional Model

The new, full-time Ed.D. in EDL is an integrated and planned program with major components. A key element is the increased involvement of practitioners, both to help with recruitment and to serve a mentor role for interns. Practitioner involvement in program

design and operation seems important; practitioners can be helpful in the advisory structure of a professional program. (Funding issues make this a moot issue in 1989-90.)

Advisory Structure

To assist the Department initiate the "professional" model, to establish a field base, and to help with the types of activities mentioned immediately above, the Department would establish -- in addition to its active alumni efforts -- a program advisory structure with three committees consisting mostly of practitioners: Program (also to serve as Board of Visitors), Service and Field Relations, and Research. Members would serve staggered three-year terms to provide continuity and accommodate new views.

Program Committee. This will be a general advisory group to help with program (structure and content) development. This group will serve a "Board of Visitors" role to examine what the Department is doing and provide some evaluative feedback. This group will help to identify, recruit and select outstanding candidates for the advanced graduate programs.

Service and Field Relations. This group will alert the Department to new field relationships and help to identify some service activities that will broaden the preparation program base and strengthen the Department's ties with the field of practice. This committee might, for example, help develop problem-identification/problem-solving efforts that would involve faculty, students and practitioners working cooperatively over time in field sites.

Research. This group will help Department members identify ares of needed research that might become part of a research agenda or focused inquiry effort for several faculty and students. This group might help prepare proposals for research support and work with us to find and define problems of practice for doctoral and faculty research. Meetings of and information from this group will help faculty keep current on research needs of practitioners.

Recruitment/Selection

Expanded field relationships will assist the Department in recruiting and selecting qualified candidates who have high probability of success as education administrators. As the Department begins to share the recruitment/selection process with local (employing) systems, those personnel are more likely to seek good candidates for internships, field-based training, and real-life problem solving.

Program Support

Improved ties with local districts and study of practice will translate into program efforts that emphasize the professional application of administrator knowledge and skills to solve real problems. As they become available, the Department will employ new technologies to help monitor administrative performance of interns via interactive processes (e.g., video, etc.) as one means to expand field experiences but reduce the need for travel.

Improved field relationships should lead to 1) sites for field-based studies and faculty-student research on the problems of school practice, 2) more diversity in availability of long-term and short-term practicum/internship experiences, and 3) increased capability to effect post-program support, such as program evaluation, induction and socialization, and continuing in-service efforts. Revised field relationships will improve preparation through a tighter nexus between practice and theory. In this sense, the professional school becomes the mediator between practice (e.g., operating education enterprises) and the research/theory/inquiry of the the diciplines. The "Learning Community" for preparation of practicing education administrators includes not only the UNCG campus, but the participating districts and agencies where students receive their field experiences or conduct their independent research.

Readjustments within program delivery efforts of the School of Education will assist the preparation of administrators for education enterprises. For example, to improve their personnel evaluation skills, conference and communication abilities, etc., persons preparing to administer schools might work at sites with student teachers. This would allow both student teachers and prospective administrators to practice without fear of failure (to have the "courage of imperfection") as each prepares for professional roles ahead. Linkages between administrator preparation and teacher preparation need exploration and study. The Department should explore how teacher preparation (especially student teaching) and administrator preparation might work together to improve both.

Program Conceptualization

Training and practice in inquiry, and particularly in applied research relating to administration of schools, are important for professional practice. Students and faculty will conduct research and evaluation activities as part of preparation.

The program should be a program, not merely collections of courses taken in seemingly random sequence. One goal for education administrators in public education is the improvement of education outcomes -- pupil and student learning. This outcome or goal suggests that administrators need knowledge and skills in learning theory, curriculum, human development as well as leadership, evaluation, etc. A major focus for practicing administrators must be to know and to the things that contribute to student learning and positive outcomes.

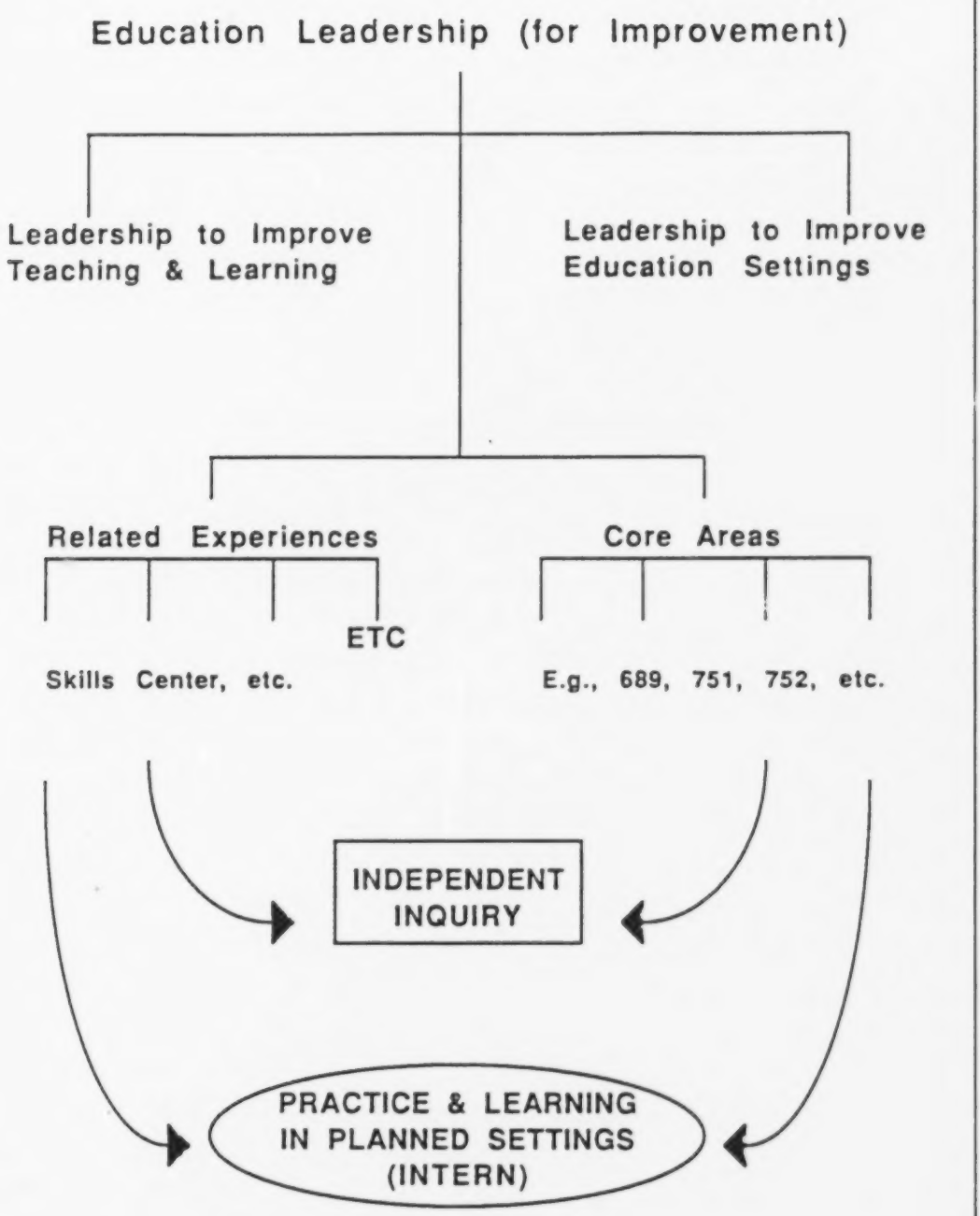
Variables that separate successful from less successful administrators will be sequentially introduced into the curriculum. since the literature provides an array of research

(sometimes with conflicting results) in this area, faculty need to extract the most important constructs for the Department's curricula.

Some Elements of the Negotiated Settlement

The original program plan as submitted for review included elements not in the final. These elements were built upon several ideas (but, in fairness, the ideas were not fully formed). The ideas included 1) adult learning, 2) problem-based learning, 3) movement from practice to theory (rather than the typical theory to practice mode where the internship is seen as an "integrating experience") and 4) a "paired-administrator" concept that was well tested at the Master's level (Achilles and Hughes, 1972). As these ideas for preparation-program "improvements" were proffered, they were methodically turned aside with comments suggesting that the program (as it finally evolved) was radical enough. Those who review the final program, however, will recognize its close adherence to a program design which evolved in the late 1940's and early 1950's -- the Cooperative Program in Educational Administration, or CPEA. [For an extended comparison of various proposed preparation-program models from CPEA in the late 1940's to the "North Carolina Plan" in the early 1990's, see Achilles, C.M. (1989, October), Searching for the Gold Fleece: The Epic Struggle Continues. Paper at UCEA. Scottsdale, AZ.] Any proposed deviation from the old CPEA model was not only chided; it was rejected. The "good old days" were frozen in time. Although we have precious little data about the efficacy of our preparation programs [note Willis Hawley's strong statements on this topic that appeared in "Policy Board Proposals Ignore Real Problems," in the AASA School Administrator, 46(10), pp. 8-15: November, 1989], the final plan was not to include any "innovations" that might have been grist for study, evaluation or research.

At least as far as this "new" plan is concerned, the next time that a national call for revising preparation programs comes along, we'll still be missing much of the data base. The original plan called for flexibility through pairing, leadership development through teams, and a testing of building upon a knowledge base from practice as a way to move ahead (note that some critics have despaired of Education Administration's knowledge base: e.g., Bok, 1987; Judge, 1982; Clifford and Guthrie, 1989; Culbertson, 1988). All of these ideas could have been developed within the guidelines for new programs. Rather than diversity, the programs will look pretty much alike. Will we learn? As Goodlad (1983) noted, "Part of our failure stems from a great irony. Those who still live in the past confidently set the norms for those who will live in the future. . ."



The program structure offers the core of the cohort, residency program.

Figure 1

mcd/edled

CORE

"CORE" is Defined By the Cohort Experience, That is, things the cohort does together. (This extends for two years.)

- "Cohortness Seminar" (perhaps at NCCAT) with a possible focus on ETHICS.

- Year-Long Leadership Seminar (e.g. 689 as revised).

- Assessments and Skills Centers.

- Problem-Finding/Problem Solving Year-Long Seminar (In Situ).

- Colloquia and Special Events.

- Basic Research and Inquiry Courses.

- Internship, and Intern Seminar.

- Some Advanced Courses (e.g., 751, 752).

mcd/core

Figure 2

RESEARCH/INQUIRY

- 12 Hours of RESEARCH "TOOLS." (E.G.) Basic Qualitative and Quantitative (Descriptive Statistics) "Core." Then at Least 2 Other "Courses" to Support RESEARCH. These Are In a Sequence, Generally Related to a Topical Area.

- Year-Long "IN SITU" Problem-Finding/Problem Solving Seminar (Joint Student/Faculty Teams)

- DISSERTATION SEMINAR

- DISSERTATION

Figure 3
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mcd/res

RESEARCH/INQUIRY AREAS OF CONCENTRATION (Examples)

Qualitative Methods

Program Evaluation
Ethnographic Methods
Elective

Measurement/Evaluation

Foundations of Measurement
Program Evaluation
Advanced Topics in
Education Measurement

Operations Research

Two-course sequence,
to be developed.

Measurement/Statistics

Linear Statistical Models
Foundations of Measurement
Inferential Statistics

Policy Analysis

Policy Analysis
Survey Methods and/or
Program Evaluation
Elective

Other Areas

Figure 4
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Figure 5 Schematic of UNCG Professional Ed.D. in Education Leadership showing Cohort, PAIR (A/B) and TEAM Involvements.